

Historic, Archive Document

Do not assume content reflects current scientific knowledge, policies, or practices.

Reserve

A275.29
Ex8C

3rd CONFERENCE
OF
EXTENSION SUPERVISORS

Lincoln, Nebraska

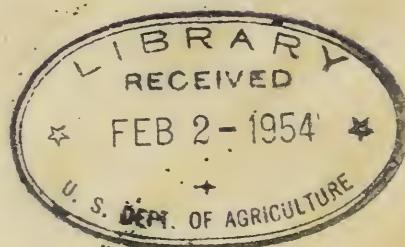
April 1-3, 1953

Kansas

Nebraska

North Dakota

South Dakota



Extension Service-USDA

676(6-53)

UNITED STATES
DEPARTMENT OF AGRICULTURE
LIBRARY



	<u>Page</u>
1. Wednesday m What's At New Devel Euni Supervisi A. M Clar Agne Har Princip Reserve	1 1 4 6 7 9 11 12
2. Wednesday a Program I John Cly Leo Har Recorders' Report How to Make Program Planning More Effective Recorders' Report of Discussion Summary of Discussion	15 15 16 18 19 21 22 23
3. Thursday morning program Agent Training for Program Execution Esther Farnham Elton Lux Otis B. Glover Paul R. Kasson Recorders' Report	24 25 28 28 29 30
4. Thursday afternoon program The Public Relations Job, George S. Round Special Techniques in Selling Extension Work Walter Spilker Frank Hagans Martin C. Altenburg Joseph L. Hill	30 31 35 36 37 39
5. Friday morning program Evaluation of Programs, Agents and Supervision Ella Meyer Nell Duley Paul R. Kasson W. E. Dittmer Recorders' Report Conference Summary, Karl Knaus	40 41 42 43 44 46 47
6. Persons Participating	49
7. Acknowledgements	51

817.036

EXTENSION SUPERVISORS CONFERENCE

Student Union Building,
University of Nebraska
Lincoln, April 1-3, 1953

Wednesday, April 1

9:00 Assemble in Room 315, Student Union, University campus.
E. H. Teagarden, Presiding; W. E. Dittmer and Bessie Loose, Recorders.
9:15 "What's Ahead for Extension" . . . E. W. Janike, Associate Director.
9:45 "New Developments in Extension Organization" . . . Eunice Heywood
10:15 Intermission
10:35 Topic: Supervision: Responsibilities and Procedure

Present Policies by States: (15 minutes each)

North Dakota -- A. M. Challey
South Dakota -- Clarence Shanley
Nebraska -- Agnes Arthaud
Kansas -- Harry C. Baird

General discussion

WHAT'S AHEAD FOR EXTENSION
E. W. Janike, Nebraska

I. Coordinating Extension Work with Other States

1. Local people develop programs to use
2. State people develop programs to use
3. National people develop program and give support on National basis. Committees. — Organization and Policy, Legislative and others work toward a closer cooperation and coordination in the interest of a more effective program.

II. Relationships with the Rest of the Land-Grant System

Three groups in Land-Grant College System:

1. Research
2. Teachers or instructors
3. Extension

Extension Service is the most logical and the most capable of the three groups to carry the bulk of public relations work with people who must support the Land-Grant Institution.

III. Special training for Extension personnel

Extension personnel are on an equal level with other branches of the University.

Extension personnel are trained on the job

Extension personnel (Agents) are trained not as specialists in foods, animal husbandry, but as agents capable of working with people.

They have (1) understanding of the community and of (2) organization problems.

IV. There is need for Extension work in urban areas.

May need help from Federal and State government to properly do this job.

V. Coordinating Our Own Program

Family Program - best for all.

Women seem to be more interested in this development, not in three separate programs. Men, women and 4-H (Family approach) programs work together, not separately.

VI. Personal Service vs. Mass Media

First started as personal service.

Now train leaders working with groups.

Other agencies work with people but Extension has to provide educational information for these agencies.

VII. Support and Help

Need to keep in mind strong public relations picture. Only 15% of our population gainfully employed in field of Agriculture. (We are in minority.)

Need to expand more to urban areas in Home Economics and Agriculture.

Need support of our Aims and Objectives from Farmers Union, Farm Bureau, Grange, Cooperative Council, Cotton Council and others.

VIII. Long Range Planning for Extension

Long term plans or basic needs.

Under Director Ballard's (Oregon) guidance goals have been set up to be reached between now and 1975.

1st objective: Man and woman in each 3000 counties

2nd objective: One agent for every 250 farms

3rd objective: Increased expenditures for services in support of our present personnel including salaries, travel and teaching equipment.

4th objective: Three full time workers or the equivalent for 4-H Club work in each of the 3000 counties in U.S.A.

5th objective: Two additional home extension agents per county in each of 3000 counties.

6th objective: Administrative and specialist staff required to supervise and work with the expanded county staff. (Administrative, supervision and specialist staff should be increased from 3100 now to 6000.)

Increase and expand program to do an effective job with television.

Program in Extension Marketing should be channeled in three directions:

1. Aid farms

- a. Market and cost involved in marketing.
- b. Production and marketing procedures

2. Aid processor and distributor in becoming better informed concerning:

- a. Marketing conditions
- b. More efficient in performing services to the end that farm products may move more efficiently through the channels with less water, less loss of quality and lower costs, thus benefitting the producer, the handler and the consumer.

3. Aid consumer in becoming better acquainted with

- a. Buying
- b. Utilization

This can be done by helping them to gain a better understanding of the marketing system and by aiding them in the selections and orderly distribution of the products that they use from our Agriculture field.

Good steps have been taken in the above so far but only scratched the surface in the field.

IX. Reorganization in the Department

Keep more of the influence on a local level for effectiveness and economy in the agriculture field. Extension has a more understanding group to work with in the Department of Agriculture in so far as methods and effectiveness of our work over the past years.

Top administrators are people well acquainted with Extension and its values. This places a deeper responsibility and a deeper challenge on us in the things that we do and the way we do them.

"All this means we have added responsibility to do a better more effective job in providing a happy satisfactory family life for the folks we work with."

Every aim as we supervise this program, should be toward encouraging the cooperation and efforts of our staff members toward that objective.

NEW DEVELOPMENTS IN EXTENSION ORGANIZATION
Eunice Heywood, Field Agent, U.S.D.A.

I am sorry that Director Ferguson could not be here today; not only to meet this group but also to give you some of his philosophy of Extension work. In his absence I shall try to bring you up-to-date on some of his recent statements and on changes in the Federal Extension office.

1. The Job of Extension: (From a recent talk by Director Ferguson)

1. "The job of Extension is to put Agricultural and Home Economics research to work in every home, on every farm and feed lot, and in the market places." It starts with 4-H Club work where boys and girls begin to apply science to everyday living and farming and where 292,000 local leaders with professional guidance from Extension staff members are building character and citizenship.

Farming is big business:

- A. Capitalization
- B. Competition for labor by industry is
 - 1. Reducing the farm population
 - 2. Increasing mechanization
 - 3. Creating larger units
 - 4. Speeding up production per man hour.
- C. Operating margins are narrow
 - 1. The risk in farming
 - 2. The complexity of farm management

2. Extension is challenged to help farmers put a sound economic base under every farm. Farming today demands great competence in many fields.

- A. Business management
- B. Proper use of land and water resources
- C. Handling expensive complicated machines
- D. A practical working knowledge of chemistry of feeds, fertilizers and chemicals such as insecticides, fungicides, and weed killers.
- E. A working knowledge of plant and animal breeding. The place of hybrids, crosses and purebreds, artificial insemination.
- F. The application of the science of nutrition as it relates to human beings and to livestock.

3. The route to market is expensive. Farmers, handlers and consumers are concerned with these costs.

Homes and Communities look to Extension for Help.

- A. The business of running the home and farm.
- B. The farm family continues to occupy a distinctive phase in our society. Every meal is a meeting of the board of directors. Here decisions are made which effect:
 - 1. Home improvement, labor-saving conveniences.
 - 2. The work of organizations in the community.
 - 3. Ways of better understanding public affairs.
 - 4. Wholesome community living.

4. Rural and Urban Relations

Farmers and others are asking for help in improving the mutual understanding of rural and urban problems. Science continues to cast light on many segments of these complex problems. The lights come on one at a time. "Extension's job is to bend each beam of light to the solution of problems of farming and homemaking by helping people help themselves."

II. New Developments in Organization of Federal Office

1. New Director, C. M. Ferguson, known to many of you.
2. Luke Schruben, new Chief of Business Administration.
3. Divisions of Field Coordination and of Subject Matter have become:

A. Division of Agricultural Programs
Field Agents and Specialists
P. V. Kepner, Acting Chief

B. Division of Home Economics Programs
Field Agents and Specialists
P. V. Kepner, Acting Chief

C. Division of 4-H and Y.M.W. Programs
Ed Aiton, Chief
New to the staff are:
C. C. Lang of Ohio and Fern Shipley of Utah as Associate leaders

4. Other Divisions in the Federal Extension Office are:

1. Economics
2. Field Studies and Training
3. Information

III. Purpose of Federal Office

The Federal Extension Service was established to administer the various Acts of Congress appropriating moneys for Extension work and to coordinate the educational activities of the U.S.D.A. agencies with the needs and programs of the State Extension Services.

1. Functions:

- A. Administrative Management to include fiscal, financial, personnel and operations.
- B. Organize and direct all educational activities of U.S.D.A.
- C. Cooperate with other departments of government in activities of common interest.
- D. Maintain working relationships at national level with non-government organizations.
- E. Keep the Congress informed of the programs, progress, and problems of Extension Service.
- F. Provide maximum service to the States in:
 1. Developing and maintaining effective working relationships within the Land-Grant Colleges and with related Federal and State agencies, other organizations and groups.

2. Improving administrative and supervisory techniques.
3. Program development, adjustment, execution and appraisal.
4. Staff development and training.

SUPERVISION: RESPONSIBILITIES AND PROCEDURES

A. M. Challey, North Dakota

I. The Responsibility of an Extension Supervisor: An Extension program in his area which has the following characteristics:

- A. Well Balanced: Agriculture, Home Economics, Youth Activities.
- B. High Percentage of Participation: Rural, Urban, Adults and Youth.
- C. Programs and Activities Directed at Important Problems of the Area: Predominately educational, minimum of personal service and chores.
- D. Subject Matter Presented: Accurate, Practicable, Understandable.

II. Procedure to Carry Out This Responsibility:

A. Administrative Assistance

1. Select and Maintain County Personnel: Well trained, industrious, interested in people and their welfare.
2. Provide Adequate County Facilities: Secretarial help, office space, equipment and teaching aids.
3. Secure Funds for Counties: Necessary to provide personnel and facilities.
4. Secure Subject Matter Assistance for County Workers: Extension specialists, subject matter training conferences, teaching aids.

B. Assistance in Program Determination and Execution:

1. Help Secure A Balanced Program:
 - a. Be familiar with the overall county program, through county reports and personal interviews.
 - b. With the aid of county map, upon which organizations and activities have been spotted, obtain a visual picture of the balance and distribution of the overall county program.
2. Help Plan Programs:
 - a. Assist in arranging for and conducting program planning meetings. (Primarily in counties with inexperienced agents.)
 - b. Personal conferences with individual agents.
 - c. Help plan for use of commodity organizations and business interests in program determination.
3. Help Plan For Program Execution:
 - a. Encourage use of leaders and representatives of Extension and commodity organizations in carrying out programs.
 - b. Cooperate with and use commercial interests and organizations in carrying programs.
 - c. Through personal conferences, suggest to agents methods for executing programs which have proven effective elsewhere.
 - d. Insist that the agent serve in the capacity of an educator and executive rather than a chore-boy.

- e. Encourage proper use of newspapers, radio and television: to secure attendance; To report results; To reach a high percentage of people with information, who cannot be reached otherwise.
- f. Attend county meetings and demonstrations to observe the effectiveness of the agent's planning and presentation. Discuss your observations in a constructive way.
- g. Be complimentary and offer encouragement as a reward for honest effort. (Avoid flattery and "apple polishing")

ROUTINE COUNTY VISITS BY SUPERVISORS

February and March: Check commitments in county programs. Check status of 4-H enrollment. Check progress.

April and May: Check budgets with agents and plan budget for the next year. Program plans for the spring and summer months.

July: Give assistance on budget matters as needed. Check progress. Plans for 4-H Achievement events, fairs, etc.

August and September: Plan activities for the fall months, including program planning.

Other visits are made as frequently as time permits and need arises. New agents are visited at least once a month for the first six months.

ROUTINE DISTRICT OR SUB-DISTRICT CONFERENCES OF COUNTY EXTENSION AGENTS

December: To discuss county activities and schedule specialists assistance for next three months. Review county programs of work.

March: Specialists present timely subject matter information. Schedule specialists assistance for next five months. Discuss county program planning procedure.

September: Specialists present timely subject matter information. Schedule specialists assistance for next three months. Discuss county program planning procedure.

October: Sub-district conferences (7 to 10 counties) to discuss annual reporting procedure, office management, etc.

Usually one or two more conferences are held each year for the purpose of presenting information relating to state-wide programs which are not foreseeable.

RESPONSIBILITY AND PROCEDURE OF SUPERVISORS

C. E. Shanley, South Dakota

Responsibility of all phases of Extension work in the counties is with the men and women supervisors. This includes procuring and maintaining competent staff personnel, on-the-job training of new people, assistance in program determination and work plans.

Supervisors are also responsible for getting county officials to provide sufficient funds to meet expense of the county office and extension staff.

Procedure. Supervisors are constantly on the alert for people qualified for extension work. They interview such people and in cooperation with State Staff people determine their qualifications for the work. They are responsible for their induction training when appointed to a county.

At the beginning of each calendar year, supervisors meet with county extension boards and assist them with their business meeting, reviewing the reports of the past year and help in making up their budget for the coming year. The program of work will be studied and any revisions made that seem advisable.

Frequent visits to county offices are made through the year according to the needs of the agents and the work. Supervisors average six to eight visits per year per county. The following items are considered:

- Office management problems
- Reports and records
- Progress of planned projects
- Meetings to be held in near future
- Assistance needed from State Office
- Cooperation with other agencies
- Public relations
- Extension publicity
- County finances
- Emergency programs

Supervisors meet with Extension Boards in June and July to assist in drawing up the Extension budget to present to the County Commissioners upon which they base their appropriations for the coming year. Active part is taken in county program planning in November and December according to the situation in the county.

Two series of district conferences are held each year at which time various subject matter specialists discuss new information and material. The Extension Director and Program Director take up matters of State Policy and instruction in methods and procedure.

One day schools or workshops are held as needed to demonstrate such things as irrigation methods, weed and insect spraying, farm home water systems, and the like.

The Annual Extension Conference is held in late fall usually the first week of December. These programs are usually devoted to training in methods, program planning, public relations, and inspirational lectures.

SUPERVISION: RESPONSIBILITIES AND PROCEDURES
Agnes Arthaud, Nebraska

I. Program Planning and Execution

A. Responsibility:

Supervisors are responsible for the development of a program and the submitting of a written yearly County Extension Plan of work from each county in their respective districts.

Supervisors are responsible for assisting agents in selecting teaching methods and procedures and in using them in such a way that an effective County Extension educational program is the result.

B. Procedure and Methods:

(1) Serve on advisory committee for State Leader of Programs in developing over-all procedure, (2) series of district conferences with agents twice each year, (3) Office conferences with agents, (4) Training meetings for county leaders (County Extension Boards, Home Extension Councils, etc.).

II. Training Agents

A. Responsibility:

The chief responsibility for the actual training of county staff rests with the supervisory staff and has as its objectives Acquaint county staff with (a) aims and objectives of the work, (b) the methods of program development, (c) standards of accomplishments. Supervisors are responsible for stimulating and assisting agents in a program of self-improvement or progress.

B. Procedure and Methods:

(1) Arrange with County Boards for placing agents in county for training, (2) development of training guides, (3) supervisory conferences on office management, planning, and methods, (4) arranging for subject matter training.

III. Public Relations

A. Responsibility:

It is the responsibility of each supervisor to so conduct himself and perform his assigned job in such a way that it develops in the public mind an appreciation for and a recognition of the work of the Extension Service.

Supervisor's responsibility probably extends one step farther to assisting County Extension workers to plan, carry out a worthwhile Extension program which acquaints large number of people with the nature and purpose of Extension work.

IV. Cooperation With Specialists

A. Responsibility:

To bring ideas from the field to specialists or their leaders for programs or assistance needed in counties, and to acquaint agents with specialists' ideas for program development.

B. Procedure and Methods:

(1) Attendance and participation in monthly Extension Staff and Home Economics Staff Conferences, (2) individual conferences, (3) summarization of county requests for specialist help.

V. Coordination of Agricultural, Home Economics, and 4-H Club Programs

A. Responsibility:

To assist agents and their County Extension Organization in developing one county program which includes work in Agriculture, Home Economics and 4-H Club work.

To encourage agents and suggest ways which agents may use to coordinate their activities in carrying out that program.

B. Procedure and Methods:

(1) Meetings with County Extension Boards, (2) conferences of two supervisors and assistant 4-H leader who work in an assigned area, (3) district training conferences for agents.

VI. County Staff

A. Responsibility:

To assist county staff as much as possible in maintaining the satisfactory working relationships which are necessary for their personal satisfaction and efficient work.

B. Procedure and Methods:

(1) Individual conferences with agents, (2) discussion of personnel relationships with County Extension Boards.

VII. State Conference on Supervision

A. Responsibility:

Supervisors are expected to attend and take part in the regular supervisory conferences.

To hold conferences as needed or use other means to coordinate the work of the two supervisors and the assistant state 4-H leader who work in a district.

B. Procedure and Methods:

Same as in paragraph above.

VIII. Supervisors' Calendar

A. Responsibility:

Each supervisor is expected to so calendarize his activities that he may work efficiently and give greatest maximum guidance to counties within his area.

Supervisors are expected to discuss coordination of activities when calendarizing is being done.

B. Procedure and Methods:

(1) Arrangements for assistance to counties made through letter, office and district conferences, (2) routing is done through Administrative Secretary's office, (3) Possible activities and timing discussed at supervisory conference.

IX. Evaluation of Programs

A. Responsibility:

To assist agents to measure their own progress in terms of definite objectives and goals.

To provide information for administration as to the effectiveness of county personnel and of county programs.

To study and evaluate supervisory programs and methods.

B. Procedure and Methods:

(1) Summarization and studies of agents' reports, (2) office correspondence, (3) writing of supervisory reports.

SUPERVISION: RESPONSIBILITIES AND PROCEDURES
Harry C. Baird, Kansas

A successful county agent must have some natural qualifications when he starts. He must be smart. He must have a desire to help people. He must have enthusiasm. He needs a farm background. An important job of a supervisor is to pick people with the qualifications. If you miss, the sooner you correct the choice, the better it will be for both Extension and the agent.

Most of the agents selected will have these natural qualifications and a supervisor can help provide some other needs.

Agents need a feeling of security in their position and adequate pay to retain their service in a county for a long time.

Agents need time to handle all the money projects that are needed in a county. They need to understand Extension problems, what the policies are and why.

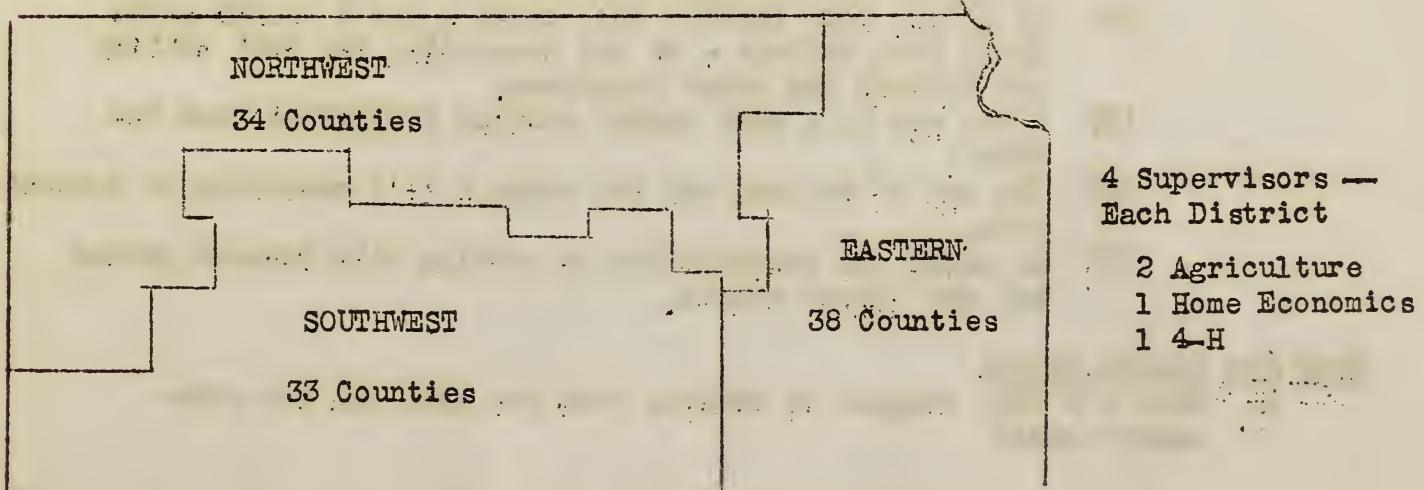
County personnel must work together as a team and have friendly relationship with other agency workers.

The Kansas staff has developed a procedure that I think helps to make agents secure in their jobs and we are working on the adequate pay angle. Employment agreements are made only at a joint meeting where the county council, the agent and the supervisor are present. Since 1951, all new appointments are placed under Civil Service Retirement, with 6% of their monthly salary deducted from the college portion of their salary.

We have an administration handbook which furnishes an accurate reference on all organization matters and saves an agent's time. This is a loose leaf mimeographed book with sections on laws and policies, financial reports, office management, filing system, statistical reports, penalty mail and budgets. We find it a big job to keep it up to date.

Keeping a county staff working as a team is the most important thing supervisors do. We are conscious of the job, but the methods that are used are varied and not recorded. We probably follow the general pattern used by Captain Hornblower, who two hundred years ago commanded an English ship of the line.

KANSAS DISTRICTS



Wednesday, April 1, continued

12:00 noon Lunch in the Student Union; Wesley A. Antes, Toastmaster

PRINCIPLES OF COUNSELING
Kenneth C. Cannon, Nebraska

Types of Problems Encountered

I. Personal problem type:

- (1) Personal maladjustment.
- (2) Accumulation of tension.
- (3) Personal difficulties.

Example:

- (1) The single girl who feels rather inferior because she hasn't married.
- (2) The very insecure person.
- (3) Husband and wife conflict situation.

It is probably affecting the work of the extension person and his effectiveness.

II. Difficulties with People in the county:

- (1) The agent who is well-liked, who develops a feeling of cooperation, who is aware of other people's feelings, and needs as against the agent who steps on toes, arouses antagonism, etc.
- (2) The young fellow fresh out of college, the agent who has been transferred to a bigger county - they want to drive ahead, get things done, etc. Almost anyone who isn't content with the status quo.
- (3) Always a situation that needs changing - but in a way that will actually do the least damage and better conditions.

III. Conflict within the Extension office members:

- (1) The roles of men and women - both professionally trained on about an equal basis. It differs from the doctor-nurse relation where one is very clearly and definitely the superior.
- (2) It is complicated by salary - generally the county agent receives a higher salary.
- (3) An older county agent - a new home agent who is imbued with a lot of new methods and ways and anxious to use them.
- (4) An older, very capable home agent - and a county agent - fresh from college - or not possessing the real ability and insight the other possesses.
- (5) Where one is a much harder working individual than the other.
- (6) The ego of the man and the woman - it's something to contend with.
- (7) An agent who concentrates on working with favored groups and may ignore others.

Your Own Capabilities:

1. Have you ever stopped to analyze your own self and the other supervisors?

2. My experience has been that they are a very approachable group. They carry a general attitude of being the type of people who are wanting to help - that you can talk your problems over with.
3. I feel that the general attitude of county extension people toward supervisors is - that the supervisor isn't really a boss.

Five Functions of Counseling - and a Couple of Don'ts

1. Certainly as a supervisor you have many other duties - but these functions are set forth on the basis that through an awareness and use of them they can help you - to help the individual extension person work through his problems.

I. Listening:

1. It should help you to see what the problem situations are to this person and from his point of view.
2. Just being able to confide your problems to another person - that you have confidence in - who is willing to listen, who won't betray your trust. Getting rid of pent-up tension and emotion that has been making mountains out of molehills - and ruining perspective. Catharsis - an emotional cleansing. Verbalizing the things we have had on our mind or on our chest - there's value in it. You can choke it off - by opposing - by objecting.
3. Successfully filling this function involves perhaps sensing what his needs are - perhaps it is just to blow off steam - perhaps much more is needed.
4. It involves feeling with him - but not becoming emotionally involved yourself.
5. If you leave him and he feels the other is still to blame - more self-righteous, and that his supervisor has taken his side.
6. A counselor does not fix blame and he doesn't take sides.

Psychology teaches that all behavior is caused - after the emotional stress has left - it's the talking over, the suggesting of explanations, etc. helping him to gain perspective.

II. Giving of information:

1. Information that he can use directly or indirectly in the solution of his difficulty.
2. Crop varieties, new systems of tillage, suggested methods - are more obvious ones of this type. Your understanding of people - various types - and groups. How to work through problems with people.
3. A briefing on the situation in a county before a new agent is sent there. You know a lot about the situation, the trouble spots.
4. Imparting information - and interpreting it - it isn't ever telling another "You've got to do it this way".
5. You may find yourself caught between the county and home agent - each seeking verification of their opinion.

III. Aiding the agent to make a decision:

1. Talking over and explaining alternatives in the situation. Generally there aren't two solutions but several.
2. Helping him think through the ramifications - consider and weigh the various factors. Assaying the alternatives - and we can only approximately predict the future.
3. The interrelation of the alternative and his capacity - a solution that might work for you - with your capacity - might not work for another because he is really quite different.

Here the county extension person has a real opportunity to gain from your insight - your judgment - your understanding of people and groups. Yet the power of decision is never taken from him - he makes the decision - but he is probably in a position to better evaluate alternatives.

IV. To interpret, to help him understand or accept the frustrations which impinge upon them:

In every position - teaching - extension - administration - etc., there are going to be certain situations that produce some frustration that we have to put up with.

For instance in county A - there is a situation there that has made life relatively hard for every extension agent who has been in the county. It may be a group - or a single person - or an office situation - or perhaps even the other extension worker. You can sympathize with them and let them know it's all the fault of the other person or people - but basically it really doesn't help the situation at all.

1. Being able to be objective about the situation - you remain unininvolved emotionally. A big factor.
2. All behavior is caused - seeing what lies behind it.
 - (1) Security: if you threaten the person - or his position or pride - or feelings about himself. Lacking security or overdependence upon it.
 - (2) Recognition: and approval - is tied in with status and achievement - a sense of personal worth - perhaps power.
 - (3) Response: Affection - intimate appreciation - sense of belonging.
 - (4) New Experience: Such a situation ought to be a challenge.
 - (5) Accommodation; even Rationalization: Fastening attention on goals - often permits the people to overlook small everyday happenings. Fastening the attention on small everyday happenings increases them tremendously. We lose our perspective.

V. Changing overt behavior:

1. Probably the hardest and most difficult of all - but where much of the end result focuses on it.
 - (1) Catharsis - the emotional cleansing ought to make us easier to live with.
 - (2) More information about possible situation.
 - (3) Decisions that have been better thought out.
 - (4) Interpreting and seeing in their real light the frustrations of life - all these enter in.

Wednesday (continued)

2:00 p.m. Byron J. Bernston, Presiding; Wesley Antes and Annabelle Dickinson, Recorders

Topic: Program Planning: Procedures and Results

Present Procedures by States: (15 minutes each)

South Dakota - John Younger
Nebraska - - - Clyde Noyes
Kansas - - - - E. H. Teagarden
North Dakota - Harper Brush

3:15 Intermission

3:40 Group Discussions: "How to make Program Planning More Effective"

Group I - Room 315; L. D. Willey, Discussion Leader
Group II - Parlor Y; Frank Blecha, Discussion Leader
Group III - Faculty Lounge, Ruth Bruegger, Discussion Leader
Group IV - Parlor X; Floyd Collins, Discussion Leader

4:20 Summary of Discussion Groups

6:00 Dinners and Informal Discussion; Agr. Campus, Foods and Nutrition Bldg.

Home Economics. Emily Freeman, In Charge
Agriculture W. E. Dittmer, In Charge
4-H Club. J. Harold Johnson, In Charge
(General Discussion, No minutes kept or record made)

PROGRAM PLANNING IN SOUTH DAKOTA
(Young Men and Women or Rural Youth)
John Younger

1. General Objectives

- a. Gives a feeling of permanence and stability to program.
- b. Provides experience for all members of the group.
- c. To have more interesting and better balanced meetings.
- d. To permit or provide individual participation.

2. County, District and State Programs

- a. County programs planned by Extension Agents, Executive Committee.
- b. District programs planned through Block Areas with agents and executive committee.
- c. State programs coordinated through district, county, and local committees, mostly from state offices..

3. Training Leaders

- a. County, district and state training schools (use survey method).
- b. Individual agent and state office specialist in certain areas.

4. Use of Committees

- a. County committees set up by local executive board.
- b. District committees appointed at district meetings.
- c. State committees selected at special executive planning meetings, State Leader or advisors assisting and participating.
- d. Builds strength to complete program through interest participation.
- e. Better defines objectives of the program.
- f. Promotes efficiency through knowing specific job.

5. Factual Data

- a. Effective surveys conducted by county, district or state personnel.
- b. Pilot projects provide factual material.
- c. Ethnic project data.

6. Coordination

- a. County programs of work.
- b. State programs of work.
- c. Out-of-state coordination with programs.
- d. National coordination projects (education, recreation, service).

7. Evaluation

- a. (One method found very successful was the attached evaluation sheet.)

PROGRAM PLANNING IN NEBRASKA

Clyde Noyes

1. A. General Objective: "The development of men, women, boys, and girls so that they can recognize and solve their own problems." "To help people help themselves."

B. Principles involved: Emphasis on county unified programs based on problems and needs of the people, participation by local people and entire extension staff, long range programs and annual plans of work, and programs to meet needs of all social and economic groups.

2. A. County Programs

County extension boards and agents are in general charge of county programs.

They are assisted by various committees and councils -- Home Extension, 4-H Club, Soil Conservation, Crop and Livestock, etc.

County and community meetings are used.

Each county prepares an annual plan of work including all phases of work. (See Buffalo County plan for 1953.) Progress has been encouraging.

A few counties have undertaken long range programs. (See Box Butte County plan.)

B. District and State Programs

Sub-district conferences are held twice each year to coordinate plans, arrange specialists' schedules, plan district-wide events, etc.

The state program is considered as the sum of the county programs.

3. A. Training Leaders

Supervisors spend considerable time helping county extension boards and the various committees and councils with program planning. Specialists also assist with some special-interest committees.

4. A. Use of Committees

Use of committees lends great strength to program planning. (See Box Butte County report.)

5. A. Factual Data

Specialists and supervisors often have an opportunity to present factual data and other background information about problems for use in county program planning.

6. A. Coordination

A policy statement covering the part specialists play in planning and carrying out extension programs has been prepared by College Administration.

7. A. Taking Program to People

If people have a part in program planning, they will naturally understand and accept the program.

Yearbooks, press, radio, community meetings are used as methods.

8. A. Preparation for Evaluation

Plans of work are written so as to make evaluation feasible.

Acceptance by people is a measure of program value.

We feel that we have a long way to go in both program planning and evaluation.

Reference Materials

Copies available for each State:

County Program Planning Instructions
Specialists' County Program Suggestions
Policy Pertaining to Specialists' Schedules
Responsibilities of County Extension Board Members

Material for observation during conference:

Buffalo County Plan of Work for 1953
Box Butte County Agricultural Planning Committee Report and
Recommendations
Thayer County Study

KANSAS PROGRAM PLANNING

L. F. Neff
(Read by E. H. Teagarden)

Kansas law provides for an Agricultural Extension Council in each county, which is charged, in the law, with the responsibility of planning the county educational Extension program.

The Council consists of three persons who are elected from each township and from each city that is not a part of a township. One represents agriculture, one home economics and one 4-H Club work. There are counties with only three townships and therefore, a council of nine persons. Some counties have over thirty townships and nearly a hundred council members. Most counties have a council of forty-five to sixty members.

The Council members elected to represent agriculture, or home economics or 4-H Club work may meet separately to elect a group chairman and to develop educational program plans on Extension work in agriculture, in home economics or in 4-H Club work. These groups are called Advisory committees.

This basic organization that is established by law to plan the program may follow different procedures in the 105 counties.

The advisory committees for agriculture may meet, and determine the agricultural program as one step in developing the county program. The Home Economics Advisory Committee in this case would meet separately to develop the home economics program. The 4-H program is developed by the 4-H Council which includes the 4-H Advisory Committee of township representatives, two adult 4-H leaders and two 4-H Club members from each club. The county program then consists of the three parts developed by each committee. Coordination is attained largely by the Extension agents in the county with the help of Executive Board of nine council members that meets every month.

Some councils set up project or problem committees. Each member of the council serves on some committee. The council may name other persons with special skill, training or experience to serve on the committee. This also gives all townships or parts of the county representation on each committee. A committee may have both men and women — adult and youth representation.

Project or problem committees may be set up for each of the ten standards of the Kansas Balanced Farming and Family Living approach to Extension education: (1) Soil Erosion, (2) Soil Building, (3) Pasture development, (4) Livestock, (5) Size of Business, (6) Buildings and lots, (7) Attractive place, landscaping arrangement, (8) Modern Farm Home, (9) Use of Family Resources, (10) Farm and Home Accounts.

In some counties the committees reflect the main problems of the county like Dairying, Health, Crops and Soils, 4-H Enrollment, Insect and Weed Control, Home Furnishings, Recreational Facilities.

The Committees may determine the program needs by discussion based on their own knowledge and experience or they may collect additional information by survey methods.

All committee's suggestions for the county program are submitted to the Executive Board for final approval.

The county agents make requests for specialist help at sub-district meetings with the district agents in April. Each of the three districts conducts a three-day conference of all agents, specialists and supervisors in July, when tentative dates for specialist help are set up and plans for procedure made. Specialist help is then scheduled and on October 1, agents receive an Extension calendar of dates of events and specialist help for the Extension year, November 1 - October 30.

PROGRAM PLANNING IN NORTH DAKOTA Harper J. Brush

Topic: Program Planning: Procedure and Results

I. General Objectives

1. To draw on the experience of rural people in pointing up the major problems to be considered in the county extension program.
2. To improve extension public relations, through informing the agricultural and home leadership of the county on the nature and extent of the extension program.
3. To train leaders in planning, problem analysis and program determination.

II. County, District and State Programs

1. County Programs - Steps in development.
 - a. Review of past year's extension program.
 - b. Division of planning group into special-interest committees, such as livestock, crops, farm and home improvement, home economics.
 - c. Committee discussions and recommendations of major problems to be considered in the extension program.

- d. Reports of committees to entire planning group.
- e. Discussions of committee reports.
- f. Agents summarize planning meeting recommendations for discussion at district extension conferences.
- g. Agents submit final plans of work after the district conference.
- 2. District Programs - Do not exist as such.
 - a. District conferences of county and home extension agents follow county planning meetings.
 - (1) To review and discuss similar program requests from different counties.
 - (2) To exchange ideas on methods and projects.
 - b. District supervisors summarize recommendations of county planning groups as discussed at district conference.
- 3. State Program - A composite of the county programs as the state staff meets the county needs for assistance. Not formally outlined.

III. Selection and Training of Leaders

- 1. Minimum of forty leaders selected - more desirable.
- 2. Selected to represent all communities and all agricultural and home interests of the county.
- 3. Training through participation and committee assignments.

IV. Use of Committees

- 1. Most valuable feature of the procedure.
- 2. Committee of 8 to 12 members do an excellent job on their own.
- 3. Additional committees for special problems. Ex: Potato, Health Committees.

V. Factual Data

- 1. Rely largely on year around discussions of factual situations as a part of the educational job.

VI. Coordination

- 1. Reports of county planning meetings and district supervisors summary of county planning meeting recommendations are made available to specialists.
- 2. Subject matter specialists prepare project outlines of suggestions on extension methods which may be used, including specialist help available.
- 3. Program supervisor, working with district supervisors, serves as coordinator of specialist assistance in line with county programs.

VII. Preparation for Evaluation

- 1. Counties submit narrative description of planning meeting, i.e. attendance, opinion of success of meeting, special problems, successful techniques, etc.
- 2. 1,555 people participated in meetings - should be doubled.
- 3. Need for formal evaluation.

RECORDER'S REPORT
Wesley Antes and Annabelle Dickinson

Each state reported on their program planning procedures and results.

Mr. John Younger, reporting for South Dakota, pointed his report directly to the Rural Youth or YMW program. The overall county program procedure would be similar. An activity evaluation sheet was discussed. Evaluation of past programs is a vital and constructive springboard for program planning.

A brief summary of the four state reports follows:

I. General objectives.

1. To develop a unified county program developed thru the participation of large numbers of local people.
2. To have people recognize their problems and plan toward the solution of these problems.
3. To get many people to participate in the planning thereby making it their program.
4. To develop local leadership.

II. County, District, State programs.

1. County programs developed by men, women, and youth stating their problems and proposed plan for solution.
2. District programs planned to supplement and support the plans of the counties.
3. State programs planned to meet county needs and to provide leadership in recognizing and meeting local problems.

III. Training leaders

Leaders, trained by their action in program planning, being provided with information, offered guidance by agents. Leadership developed by turning responsibilities over to leaders.

IV. Use of committees

Most states recommend a continuous program planning using special interest committees. Finally bringing recommendations of these committees together before a representative - and usually elected - county committee to correlate it into a unified program representing needs of all parts of the family unit. Also using all organizations and all phases of the Extension Service to work toward the solution of county problems.

V. Factual Data

Effective program planning depends upon an informed planning group. Basic county information, surveys pointing up local problems and factual data provided by specialists and others is valuable in the development of a well rounded county program.

VI. Coordination

Men, women and youth should be included on all planning committees to insure widespread interest, inclusion of all problems, and unified participation in working towards the solution of the problems. Special interest groups must be recognized and included in county planning.

VII. Preparation for Evaluation

Definite statement of problems and the methods of solution is the first step in evaluating accomplishments. Checking results and evaluating progress made toward solution of the recognized problems is beneficial in setting up the next program plans.

HOW TO MAKE PROGRAM PLANNING MORE EFFECTIVE
Recorders' Report

Following the four state presentation on "Procedures and Results of Program Planning" the conference split into four representative groups to discuss "How to make the program planning more effective."

Group I raised many questions but arrived at few conclusions. One of the principle questions raised was how to integrate the background and thinking of the Extension Specialist (departmental) into the county program plans. Solutions suggested included:

1. Specialists provide survey forms as an aid in recognizing local problems.
2. Background information provided and questions raised by specialists at meetings during the year might carry over into the county planning committees action.

It was agreed that the following should be involved in planning the county program:

1. People - county residents
2. Society - economic and social conditions
3. Experts - Extension personnel and others

Men, women, and youth should be represented on all planning committees.

Group II - Program planning to be effective:

1. Must involve people -- group action slow but basic.
2. Local people must participate in recognition and solution of problems.
3. Must include family unit in planning and action.
4. Must include reporting the program back to the committee and the people.

Extension is an educational agency and teaching is its function. We need training of personnel in teaching methods. Program Planning is a teaching method.

Group III concluded that Program Planning is a continuous process. We need more county planning at the grass roots and less at the state level. We need a procedure plan and training in that procedure.

Observation was made that often the specialists are out ahead of the people and often develop a program to meet a need not yet recognized by the people.

Salary funds from the county tend to make agents more interested in county planning by the local people.

Group IV - Why hasn't program planning been more effective?

1. Lack of agent training — often agents do not see the need.
2. Terminology may be wrong.
3. Yearly programs do not vary greatly from year to year.
4. Possibly insufficient follow-up. Not a definite assignment of responsibility.
5. Have not recognized program planning as a public relations vehicle.
6. Felt that established agents knew the problems. Even if they do the local people should be used to point up the problems. This action makes it their program.

Conclusions:

1. Program planning develops leadership.
2. We need more follow-up with the program planning committee.
3. Achievement meetings should be used to show results.

SUMMARY OF DISCUSSION

How to Make Program Planning More Effective

1. What is cause of "Dragging of Feet?"

- a. Lack of training of agents may be a factor in the resistance to program planning. (Agents see no necessity for it.) The terminology may be wrong.
- b. The program as outlined by committees is too often not used again. The yearly plan of work does not vary much from year to year. A question was asked "Do best programs occur in counties where the best program planning is done?" A report was given of an agent who served in three counties who studied accomplishments in communities where he planned with groups and the same program conducted in communities without the planning in committees — greater accomplishments resulted where the planning was done with committees.
- c. There is too often no definite follow up of the planned program and no definite assignment of responsibility to people who helped plan.

2. What use might be made of Program Planning?

- a. The program planning procedure should be thought of as developing better public relations.

- b. Having the people assist in planning makes it the people's program. This results in greater participation by the people, even though the program was what the agent himself had in mind, because participation facilitates recognition of existing problems.
- c. Program planning contributes to better public relations by providing an opportunity for publicizing the program as one of the people.
- d. Program planning will develop new leadership. Some new types of Extension projects cannot be handled as other projects were, i.e. - citizenship, public policy.
- e. There should be more definite follow up with the people who serve on program planning committees. Better use could be made of achievement day's, recognition of leaders and personal contacts.

Program Planning Defined:

- 1. Procedure by which decisions are made as to what course Extension teaching shall take or arriving at objectives - the changes to be effected which will help families have a more desirable living.
- 2. It should involve: people - groups of people, judgement, technical information and facts, family as a unit, county problems.

Thursday, April 2

9:00 a.m. Ethel Saxton, Presiding; Martin Altenburg and Nell Duley, Recorders.

Topic: Agent Training for Program Execution

Present Training Programs: (20 minutes each)

South Dakota -- Esther Farnham
Nebraska - - - - Elton Lux
Kansas - - - - Otis B. Glover
North Dakota - - Paul R. Kasson

10:20 a.m. Intermission

Discussion: "How May the Training Program be Improved?"

NOON Lunch in the Student Union; Clarence L. Shanley, Toastmaster

"Reorganization in the Department of Agriculture"

W. V. Lambert, Dean and Director

(Copy of Dean Lambert's talk or notes are not available.)

PRESENT TRAINING PROGRAM - SOUTH DAKOTA
Esther Farnham

A. Pre-Service Training
1. College Training

No particular effort has been made to get special courses in Extension training into the curriculum up to the present time; but most of the students in Home Economics and Agriculture take some courses in methods of teaching.

2. Summer Agents (Home Demonstration Agents)

Each summer girls who have completed their junior year in Home Economics are hired as assistant agents and placed in the counties with the heaviest loads. The number hired depends upon need and budget available. Usually 5 to 8 are employed each summer. No definite training program is set up for this, but in most counties the load is in the 4-H field and the agent uses the assistant as she is needed.

This system is not used by County Agents and no definite outline of procedure is being used at the present time relative to pre-service training. After a new person has been selected to go into a county he is scheduled to come into the State Office for a day or several days to meet with specialists, supervisors and Director learning of the programs, philosophy, administration, procedures and policies of Extension work. These conferences are all pre-arranged.

The supervisor always take the assistant to the county prior to his going to work so that he will get first hand information on the work in the county.

B. In-Service Training

1. Home Demonstration Agents

Two methods are used:

- a. New agent is in State Office 1 to 2 weeks getting acquainted with personnel, reports and programs.
- b. New agent is given 6 to 8 weeks office and field training. A schedule is set up so that during this period she will have contact with every phase of the work with state and county personnel.

Each summer all agents who have been in the system less than 12 months are brought into headquarters for a week's workshop.

This is usually in July and the topics of the workshop are based on the questions and problems sent in by the agents. (This is developed from a survey.)

2. County Agents

When an agent is scheduled to go into the county, the supervisor spends time with him in the county helping him to get acquainted with the people, the problems, program and activities in cooperation with the county agent. Supervisors and Home Demonstration Leaders may hold office conferences from time to time with the agent with a definite purpose of helping the new agent to orient himself with the county program.

The supervisor visits the new assistant agent or agent on the job at regular intervals to discuss problems, programs, activities, procedures, public relations, methods and other phases of the work as the situation demands. The background of the agent governs the amount of time spent with him.

C. Training in Methods

1. District Conferences

From 3 to 5 district conferences are held for agents during the year at which time considerable time is given to methods.

2. Training school for agents on district basis.

3. Circular letters from Director, Program Director and Supervisors.

4. Official conferences with county staff and supervisors.

D. Training in Subject Matter

1. Training schools with specialists on State and District basis.

2. Specialist goes into county to conduct or assist agent with specialist's project.

3. Circular letter to Agents from Specialist.

4. Distribution of bulletins by specialist or information and visual aids depts.

Suggested Schedule for Enid Rice - New Home Agent

March 2 - At headquarters - Hot Springs.

3-4-5 - Tyndall - Upholstering workshop with Isabel McGibney, Home Management Specialist - Home Agent, Hazel Reich.

6 - Sioux Falls - Program Planning meeting with county council Home Agent plan and conduct - Ass't. State Leader assisting.

7 - Brookings - State Staff Meeting - Introduction to State Staff and specialists.

* * * * *

March 9 - Brookings - Introduction to Heads of Department, reports and interviews.

10 - Vermillion - Meeting with group of Home Agents of South-east District and Ass't. State Home Demonstration Leader on program planning and District Meetings.

11 - Olivet - County council meeting in non-home agent county. Ass't. State Home Demonstration Leader attends in advisory capacity.

12-13-14 - Brookings - State Office conference with Ass't. State Home Demonstration Leader and other new agent. Conference with Mary Francis Lyle of the 4-H Staff on subject matter. (Home Life project). Conference with Rena Wills, Nutritionist. Visit the bulletin room.

* * * * *

March 16 - Brookings - Conference with the Clothing specialist. Enroute to Pierre.

17 - Pierre - Special interest meeting with Mrs. Walker, Clothing Specialist. Home Agent, Faye Wilder.

18 - Miller - Workshop - Sewing machine clinic with Mrs. Walker, Home Agent, Faith Martens.

19 - DeSmet - County chorus with Adele Clark, Music Specialist, Home Agent, Ora Sloat.

20 - Sanborn - 4-H leaders training school on Foods with Marie Curry of the 4-H staff. Home Agent, Idella Alfson.

21 - Brookings - State Office.

* * * * *

23-24-25 - Parker - Work with Home Agent, Ellen G. Hougland. Room Accessories - Special interest meeting with Isabel McGibney, Home Management Specialist and County training school with club project leaders on "Storage" given by Home Agent.

26 - Enroute to Murdo.

27 - Murdo - 4-H District Meeting for Agents

28 - Hot Springs - Reports

* * * * *

March 3 through April 4 - Hot Springs - Headquarters - Becoming acquainted with office

* * * * *

April 6-7-8-9 - Murdo - Spend week with Joy Paine, Home Agent-at-Large, in her counties. Training school on Child Development. Organization work.

10-11 - Mitchell - South Dakota Home Economics Association annual meeting.

* * * * *

April 13 - Lyman - 4-H Subject matter training school for leaders in non-home agent county - Isabel McGibney, Home Management Specialist.

14-15-16 - Winner - Work with Home Agent, Dorothy Shetler. 4-H Subject matter training school for leaders in home agent county - Isabel McGibney, Home Management Specialist. County council meeting and demonstration.

17-18 - Hot Springs - Work with County Agent on plans for next day's meeting. 4-H Subject matter training school for leaders - Isabel McGibney, Home Management Specialist.

* * * * *

April 20-21-22 - Custer - Home Agent, Lylas Smith. Office. Training school for Foods project leaders on "Weight and Health" given by Mrs. Smith.

23 - Rapid City - District Federation Meeting.

24-25 - Custer - 4-H Rally Day.

* * * * *

April 27-28-29 - Rapid City - Be with Mrs. Bovee, Home Agent. County reports, filing and office techniques.

30 - Hot Springs - Back to headquarters.

* * * * *

AGENT TRAINING FOR PROGRAM EXECUTION
Elton Lux, Nebraska

- I. Pre-service training: Nebraska has a department of agricultural and home economics extension in the teaching division of the College of Agriculture. Both men and women students may major in extension by taking courses required in the agricultural or home extension groups. Five courses are offered for 15 credits, covering orientation, organization and operation, evaluation, methods, and a half semester of field work in a county. Several courses in the communications field are taught by other departments.
- II. In-service training: New agents are employed as assistants in training and assigned to counties with good agents and strong programs. The training period lasts two to six months in most cases. Supervisors visit the trainees as often as possible.
- Nebraska's Certificate of Professional Improvement program has encouraged over 100 agents to attend summer schools or courses on the campus in the last four years. Some agents have started work for Masters degrees.
- III. Training in methods and subject matter: Home extension specialists train home agents in both methods and subject matter in a four-day school on the campus in the fall or early winter. Agricultural specialists train agents in some projects in two to four day schools generally held at Lincoln and in several areas of the state. New agents come to Lincoln and North Platte to get the same training that is given each January to 4-H Leaders. Subdistrict one-day conferences are held each year. Several specialists prepare written material especially for agents to use as teaching guides and references.

AGENT TRAINING FOR PROGRAM EXECUTION
Otis D. Glover, Kansas

Training for any situation in life starts in the home before school age. It is here any individual gets the proper start for any job ahead. Next, of course, is the primary and secondary school system and the religious training. The above factors are most essential. At this point, the influence of our colleges and the extension services begins to exert itself. At this point those responsible for extension personnel can start their observation of the individual. By the junior year, the individual should be counselled and advised. Here courses of study can be recommended and certain activities selected that will fit the student for an extension career as far as academic work is concerned.

Upon graduation, if the requirements for an extension work as set up by the state are met, he is next ready to move into actual experience. Here is where the supervisor begins to demonstrate his or her ability of guiding the new worker through a hard two years of intensive training and experience and then working and helping in whatever capacity is needed in an extension career. From then on, training is an endless and continuing job.

The first six months in the field as an assistant working under a good agent gives the new worker a grand opportunity to find out if they like extension work and also the supervisor has a good opportunity to evaluate the work done. This period is considered the most important of an extension worker's career.

After two years of experience in the field, and the agent has discovered he likes the work and the supervisor is convinced the individual is suited for an extension career, the agent should then be encouraged to take advanced work. During all the years, the agent should take two to three days refresher courses, work shops and other training that is offered in his or her field, in addition to any regular college courses.

AGENT TRAINING IN NORTH DAKOTA

Paul R. Kasson

Topic: Agent Training

Home Economics

Extension Methods course offered juniors and seniors.

A minimum of one month in-service training with another home agent before starting in a county.

Two workshops of one week each held during year.

Usually attend two district conferences of two days duration during year.

Expense allowance of \$100 offered to home agents who wish to attend regional summer schools.

Agriculture and Home Economics

All agents given in-service training with older agent in selected counties. This training period varies, depending on openings and response of trainee.

Try to select men who have worked as vocational agriculture instructors or veterans' on-the-farm training instructors.

At least three district conferences held during the year of two days duration.

Annual conference in January devoted to inspirational type information, with some educational material.

One week summer conference on campus with instructors from experiment stations and college staff.

One course on adult education to be offered two evenings per week during regular six weeks summer session - credit to be given.

\$100 expense allowance offered to attend regional summer schools. Indications that twelve of a staff of seventy will attend this year.

College Staff

Regular college staff willing to help in any type training program.

Offered to help with a methods workshop during one week summer conference.

Offered to hold evening classes for credit at any central points in state for Extension workers or other public service type people.

Way is now cleared for advance degree in general agriculture with emphasis on adult work for Extension people or others. Extension can advise on courses to be offered.

College catalog carries suggested curriculum for public service employees.

Student advisers open to suggestions and are helpful in routing students into extension.

RECORDERS' REPORT

Martin Alterburg and Nell Dulley

Following presentations from each State, the little time available was used in general discussion.

One question raised was "What are States doing to train the Agents and new personnel to recognize and carry out the family unit type of program; example, Pasture Forage Livestock or Balanced Farming?" Discussion that followed pointed out the need for national direction, State leadership, and sufficient personnel to do the job.

Thursday, continued

2:00 p.m. Nell Dulley, Presiding; Harper Brush and Ima Crisman, Recorders.

"The Public Relations Job" George Round

3:00 p.m. Intermission

3:20 p.m. Topic: Special Techniques in Selling Extension Work

"Special Techniques Being Used" (20 minutes each)

Nebraska - - - Walter Spilker

Kansas - - - Frank Hagans

North Dakota - Martin Altenburg

South Dakota - Joseph Hill

THE PUBLIC RELATIONS JOB
George S. Round, Nebraska

In looking over your agenda and visiting with you folks, I note that you have been talking about program planning, training agents, cooperation with specialists, county staff relationships, supervisors calendar, program execution and coordinating of agricultural and home economics and 4-H Club program. All of these things certainly are a big part of the public relations of the Agricultural Extension Service. But before talking about the Public Relations Job, we must have a common understanding of what Public Relations is.

I suppose each of us has a different interpretation of what public relations are and what they do. Some of you probably think of the term as connected with propaganda. Others may think of the term as meaning high powered press agency. Others still may believe that the public relations means simply applying good relations with the public. Still others may think that mass dissemination of information is all that public relations consists of. Others may term public relations as the front, so to speak, of Extension - the glad hand, if you please. And, I suspect that parts of all these thoughts are tied up with the term Public Relations.

It has only been in recent years that the term has come into popular use although I suspect that Extension work had good public relations from its start back in 1914 with the passage of the Smith-Lever Act. If it didn't, there would have been no such bill passed and you and I would not be here today.

However, it seems to me that too many folks in Extension narrow the meaning of the word Public Relations down to a single avenue or to a certain individual who may be charged with that title in developing in good public relations.

But before we can intelligently discuss The Public Relations Job as the title assigned for this talk, I think we must get a clear picture of just what Public Relations is...to me, Public Relations is the sum total of impressions that the public - Mr. John Q. Public and all the rest of the John Q. Public's - has of the Extension Service. And, by this sum total, I mean a host of things, many of which you as supervisors have some control over.

Now- what are these impressions. Well, they are many..but bit by bit they add up to what the general public we serve thinks of us and our work. Those personal visits of farmers and farm homemakers to the office are a part of the total picture to be sure. If the farmer or homemaker is satisfied with his visit and feels that the Extension workers have given them the information they are seeking, our stock in public relations goes up. If, however, the farmer goes to the office and finds no one there and a sign up on the door saying, "Back in 1 hour," and no one shows up in that hour, our public relations is showing badly. If the visitor finds the office cluttered up and the agent out playing golf or fishing our public relations is showing. If the office girl isn't courteous to our visitors, our public relations is showing up. If the visitor gets a scowl from the agent who tells him that he's never heard of the bulletin he's requested, rest assured our public relations stock is down for the day - and probably forever. If the visitor finds that the office girl hasn't the vaguest idea where the agent is, our stock goes down further. The visitor expects rightfully to know where the agent is and when he will be back.

If the farmers or homemaker writes to the county agent and receives no reply, our stock slips another notch. And, if as in a few cases I know about, the agent doesn't allow the girl to open his mail and he is away on vacation or out of the county for ten days and the mail doesn't get answered, rest assured that our public relations stock isn't going up. It is going down as it should. If the letter writer gets an immediate response or at least acknowledgement of his letter, our stock is up.

And, if a farmer writes the county office for a bulletin he needs next week and it arrives next September, don't be surprised if he signs a remonstrance petition next August. He expects and deserves prompt service.

And, if the farmer gets the bulletin and finds that it contains much gobble-gook language he can't possibly understand, don't be surprised if he complains to his county commissioners. But if the bulletin is readable and attractive, the farmer probably will get some good out of the publication and put the information to use on his farm.

Our stock in public relations doesn't exactly zoom up either if the district supervisor comes out to a board meeting and habitually gripes about the lack of support of Extension work locally...or if the district supervisor continually backs an agent whom everyone knows is doing a lousy Extension job...our stock doesn't land in the blue-chip bracket either if the district supervisor holds up the starting of a meeting by an hour because of late arrival...or do we get in the elite class if the district supervisor runs down the Experiment Station folks and is sure they don't know what they're talking about...that their recommendations are based on theory and not practical fact.

No our stock doesn't exactly zoom up either if the specialist from the college of agriculture comes out for a meeting and talks down to the farm folks...nor is it visibly improved if the specialist complains that a member of the Extension board does too much smoking or that a female member of the board would look better in red than in green. Nor is our position improved if the specialist comes out and uses charts and graphs that are so complicated that even Einstein couldn't understand them. I don't suppose that we further increase our prestige if the specialist complains about other specialists not knowing what they are talking about. And, the specialist who doesn't have at least a working knowledge of other fields probably doesn't help our public relations too much. After all, the farmer is expected to know a little about a lot of fields and he sometimes becomes a bit irked by some specialists who may maintain a strictly - hands-off policy of other fields than his own.

And, the woman who sends in some plants for identification doesn't exactly appreciate unnecessary delay in getting a reply from either the county office or the state office....she may be inquiring about bed-bugs, parasites, termites, waterbugs or atrophic rhinitis but she is entitled to an answer to her questions.

Then there is the guy who knows "it all"....he doesn't do our cause any good by having inaccurate answers to every question in the farm and home field..the person who is always belittling the other fellow and impressing him with his vast amount of superficial knowledge with beautiful adjectives, arrogance and conceit - but with nothing else.

What I'm trying to say that small though some of these things may appear - they do add up to the kind of a public relations job we are all doing. They are perhaps personal traits but they are important parts of good or bad public relations. No public relations job in any public or private institution can or ever has been done by one single individual or one single department of public relations. In a nut shell, public relations is what the public thinks of you as a district supervisor, you as an agent, you as an editor, you as an administrator. Take off the frosting and all the other ingredients and public relations is basically what the public thinks of you.

But public relations consist of far more than the personalities and sum total of prejudices or admirations that may be built up within one's self...they must have a far sounder basis of operation than merely trying to please people, important as that is.

Fundamentally good public relations can go no further than the program upon which it is based....all of the high powered press-agentry and caviar will not succeed unless the program itself is sound to the core. You have all seen evidences of this fact in the waves of enthusiasm over new products advertised in our magazines, newspapers, over the radio and television. Unless the product advertised can stand up over a period of time, it soon moves out of the picture and becomes extinct. All of the fancy talking and trappings cannot possibly stand up under the close microscopic use of time.

Yes, the program upon which the public relations is based must be sound...it must fill a human need....a need for perhaps more monetary income, more comfortable living or better health and happiness. It must meet the needs of the people it serves - in our case the local farm, town and city people. If it doesn't, it is doomed to failure as sure as rotten apples will spoil. The barrel itself must be sound to the bottom - not only the frosting and the few select and beautifully colored apples on the top of the barrel.

And, that means that county programs of Extension work must be sound...they must meet the needs of the people...if they meet those needs, the people will appreciate those programs and support them against all comers.

Too many times I think that too few of us look at ourselves or our institutions in the looking glass. We are too prone to throw off criticisms as coming from someone who is prejudiced, we like to say. Too often perhaps that criticism is sound and reflects the sentiment of scores of people.

So I think that we cannot overemphasize that good public relations and thereby public support will not exist where the programs themselves are shallow and weak - and do not make an intelligent effort to meet local needs and help people solve their own problems by guidance, direction and leadership.

I think sometimes that Extension work could well be compared to the selling game itself....new products are brought on the market to fill a human need....and they sell because a desire for that product or need is created within the hearts of consumers.

Here at the University of Nebraska - if you will pardon the example - we are having a difficult time getting students, townspeople and staff folks for that matter to attend convocations. The University brings in noted people in the

intellectual fields and says - in so many words to the folks - here..here is something you ought to hear....here is something that is good for you...much like we say many times to farm folks that here.... here is something that is good for you...you'll be a better citizen for it....and what happens a handful of folks turn out for the convocations...perhaps they themselves don't think the things we think are good for them are quite as good for them as we would like to think.

Maybe we ought to bring in speakers for these convocations that answer the problems the people have....maybe - just maybe - the folks themselves may know what they think is good for them....maybe if we followed this theory we might get more participation and real enjoyment out of the convocations.

And, maybe in our job of selling - because Extension is in the job of selling whether we like it or not - maybe we could do a better job of public relations if we did a better job of finding out what people themselves think is good for them and then filling that need....that theory, I'm sure, isn't new to you district supervisors but I've seen a lot of Extension meetings planned the way we plan convocations here at the University of Nebraska.

Now, I also think that this public relations job needs to be impressed on our staff - county and state more than at present...they need to know that they are a part of this public relations team. And, in this connection I might say that the Federal office is to be congratulated on the public relations survey that it conducted a year or so ago...it helped to make all of us more conscious of the huge job ahead of us.

There is one part of this job that I think, too, is most significant and important. That is, maintaining our integrity and honesty. No one carries much weight in this world today who does not stand up for his own principles and the principles of honesty and forthrightness.

Certainly the public relations job ahead of us doesn't mean that we must sacrifice honesty and integrity for popularity. Some of the most successful men I know and you know - are those who stand pat and who are not one side of an issue one moment and another side the next moment.

And Extension faces another problem in the future...and that is getting to more and more people with our educational messages...all of us know our farm population is dropping...that we have a greater responsibility to the towns and cities and the people who live there....in reaching them, and a greater part of our farm and home folks, too, I think we must depend more in the future on mass media. We must, I think, put more of our resources and personnel into this huge job of the Voice of Extension here at home....I suppose that in this day and age, we are fighting for the minds of men here at home just as we are in behind the Iron Curtain. That is, we are trying to reach more and more people with our message - not of propaganda - but of better farm and home practices. It may be that we must reorient our policies to do a better job in the mass media field in the future.

Certainly if our program is sound and based on filling the needs of the local people...if we do a better job of serving the public at the colleges and in the county offices...and in personal calls and all other contacts...then we can be sure that our public relations job will be done better in the future than it is today.

SOME TECHNIQUES IN SELLING EXTENSION WORK - NEBRASKA
Walter Spilker

I. MEETINGS OF EXTENSION BOARDS

These are held on a sub-district basis. Boards of about 6 to 8 counties are involved. Extension agents, board members, wives and husbands and members of administrative and supervisory staff attend. April and May have proved to be the best time of year. All are evening meetings beginning with a dinner at about 6:30 p.m. Agents of host counties are in charge of local arrangements.

Meetings of this kind sell extension by improving county and state organizations. They make for an exchange of ideas between counties, familiarize new members with extension policies and board responsibilities, and afford state extension staff opportunity to obtain thoughts of local people on matters of mutual interest.

Favorable comment on these meetings have been voiced by both agents and board members. While the time devoted to the matter of improved extension organization at these meetings is short compared to the size of job there is good carryover and much forms a basis upon which the district supervisor can further the work in contact with the individual boards.

II. INFORMATIONAL EXHIBIT AT ANNUAL CONFERENCE

Arranged by extension editors office and designed to encourage wider use of press, radio, and visual aids in extension programs. The Knights of Ak-Sar-Ben provided \$800 in premium money. Awards are used to purchase equipment for county program. Program has been carried on for 2 years.

The exhibit was organized into 5 divisions with suitable classes in each.

1. Press—3 samples agent's column and 3 weeks output straight news.
2. Radio—transcribed interview or straight talk.
3. Visual aids—4 black and white photographs and a series colored slides.
4. Circular letter—entry consisted of two.
5. Overall—all media used in single project.

The exhibit provided for an exchange of ideas besides recognizing agents for outstanding work. Awards were presented to agents at the Annual Extension Dinner.

III. TRAVELING EXHIBIT—"CORNHUSKER CARAVAN"

The purpose of the exhibit was to provide latest information on farm and home practices. It consisted of four 7' x 32' display sections of modern design. These included information on (1) Livestock, (2) Crops, (3) 4-H and other youth, (4) Homemaking. The Homemaking section was a model kitchen and a clothes storage layout.

With a specialist staff of ten the exhibit covered 20 counties in 1-day stands. There was no formal program. A total of 9100 people registered with a high of 970 and a low of 180. One county reported 3500 bulletins and circulars ordered. The Knights of Ak-Sar-Ben supplied \$6000 for construction and transportation. The balance of the cost was regular extension expense in providing specialist help. The project is to be continued for 4 years with the present equipment. The subject matter will be changed as needed. Good advance planning was effective in success of the venture.

SPECIAL TECHNIQUES IN SELLING EXTENSION WORK - KANSAS
Frank Hagans

AGRICULTURE:

Every county needs certain special events each year that will appeal to and attract the attention of the majority of the people in the county, both rural and urban.

One example of a special technique used in Kansas in 1952 was a Balanced Farming Day which was held at Lebanon, May 7, 1952, where an old farm was given a complete face lifting in one day. Extension has a splendid opportunity to provide a means whereby the activities of other agencies, organizations, groups and individuals may be correlated so as to help families develop sound, practical farm and home plans. The Balanced Farming Day did offer such an opportunity. Agencies cooperating were WIBW Radio Station, Smith County Chamber of Commerce, Soil Conservation Service, local and state Press, Kansas Farm Bureau, Kansas Livestock Association and others.

The project was so planned as to demonstrate every phase of a good Extension program. Personnel from each department in the Extension Service had a part in the plans. Some 18,000 people attended, representing nearly every county in the State.

Another example, more of local nature, was Balanced Farming Tours as held in Rice County, Kansas. Twelve community tours were held with the result that practically all of the county was covered. At each tour, stops were so arranged that all phases of the Extension program would be covered. Local leaders were selected and trained by the agents. One hundred and twenty local leaders assisted in arranging for and conducting the tours.

As a means of informing people of the County concerning the Extension program for the year ahead, Ellsworth feels it advisable to publish the year's program in a paper having general circulation over the County. The attached sheet is a reprint from the material that appeared in the Ellsworth paper.

HOME ECONOMICS:

Kansas uses the well-tried methods of selling Home Economics Extension with the use of newspaper publicity and radio programs. In addition the use of window exhibits has been used the past few years during National Home Demonstration Week. An attempt is made to make the exhibits demonstrational and educational and illustrative of the basic home economics projects. Booth exhibits are used at county and state fairs to advertise Home Economics Extension work.

Guests are invited to special County Home Economics events such as Achievement Day and Spring Tea.

4-H:

A special event of 4-H Clubs is the local achievement night at which 4-H members show their accomplishments to their leaders, parents and the public. These programs vary; they may include demonstrations, project talks, reports on the year's achievements, a display of products, presenting a model meeting, or perhaps even refreshments or a meal served by members enrolled in foods project work.

County events include fairs, club days, businessmen's picnics, and special programs for civic groups and achievement banquets. In addition to exhibits at fairs, 4-H booth displays, livestock parades, sales, public style revues and demonstrations make this event an important one in publicizing the 4-H Club program.

Through county and regional club days, club members draw attention particularly to the leadership abilities they are developing as they take part in model meetings, promotional talks and demonstration contests.

TECHNIQUES OF SELLING EXTENSION WORK IN NORTH DAKOTA
M. C. Altenburg

I. General: Techniques to be effective must meet needs and interests of people.

- A. Principles of teaching and salesmanship must be applied in all techniques used.
 - 1. Product to sell is usable and practical farm and home information.
- B. A variety of techniques required that will appeal and reach all people.
 - 1. Publicity-radio, press, bulletins, circulars and others.
 - 2. Meetings-lectures, demonstrations, exhibit type, institutes and others.
 - 3. Personal calls, tours, and others.
- C. Information presented by various techniques must meet interests and needs of many agricultural and home pursuits, keep pace with economic trends and the use of scientific knowledge made available from all sources.
 - 1. Livestock, garden, field of home economics, etc.
- D. Agents hired who otherwise qualify must also be able to adapt themselves and work with the people in the county.
- E. Create situations for people to carry responsibility in the program so they may identify themselves with the service.
- F. Important is technique of selling program to county governing body.
 - 1. Brief concise report of every office call, project activity and accomplishments.

II. Traveling Exhibit Technique - NDAC "Soils Special"

- A. Origin and development of idea.
 - 1. District Supervisors thought it timely for some statewide project to be planned to supplement routine county methods in use, to present subject matter of general interest to all.
 - 2. Invited agricultural development railroad agents and Experiment Station.
 - 3. Interest of this committee tended to be in the direction of presenting a story beginning with the soil, its care, better crop and livestock production.
 - 4. Proposal thought worthy by railroads which offered their facilities for a traveling exhibit.
 - 5. Final plans as developed was the NDAC "Soils Special" sponsored by the college and railroads.

- B. Why a Traveling Exhibit over Institute Type Meeting Exhibit?
 - 1. "Special Train" coming to town has glamour, sounds interesting, looks good in print and is infrequently used.
 - 2. More expensive and consequently more elaborate exhibits can be set up only once for the duration of the schedule.
- C. Why "The Story of Soil" selected?
 - 1. Current general interest and importance to farm and city folks alike.
 - 2. Always a timely subject and one of real importance.
 - 3. Story of the soil provided opportunity to cover subject of tillage, pasture management, fertilizers, agronomy, grasses, livestock feeding, and irrigation.
 - 4. All specialists fields were involved.
- D. Planning the Story
 - 1. Planning and detail work done by committee appointed by Director of Extension.
 - 2. All Extension specialists were invited to present ideas which they believed were essential to the overall story.
 - 3. Soils specialist was hired whose position was that of a coordinator of the various specialists fields of work.
- E. Facilities
 - 1. Four railroad cars, used one as an assembly car and three for exhibits.
- F. Exhibits in cars
 - 1. Car No. 1, wall panels, table exhibits of basic soils information, plant needs, types of soils, etc.
 - 2. Car No. 2 and 3 related to soil management, tillage, rotation, fertilizers, conservation, grasses and irrigation.
- G. Local Community Planning
 - 1. Through county agents, local committees were set up.
 - 2. Included on committee were superintendent of schools, power company representatives, station agent, Chamber of Commerce officials, press and others.
 - 3. Supervisors and railroad development agents made visit some months in advance to outline the local committee responsibilities.
 - 4. Publicity-press, radio, posters, county agent circular letters, Extension Information department.
- H. Nature of event at scheduled stop
 - 1. Station agents and power company on alert.
 - 2. Cars were stopped close to siding near depot.
 - 3. Eighty people could be assembled in coach and were briefed on what exhibits were about.
 - 4. Six speakers, two in each car were limited to five minutes to tell their story.
 - 5. Twenty to twenty-five moved through cars as a group.
 - 6. Thirty minutes involved to take car tour.
 - 7. Hours set for school children to take tour, followed by adults.
 - 8. Following car tour, meeting was held in hall at which several speakers review story of exhibits pointing out relationships of each to the whole.
 - 9. Special features at this speaking program included attendance prizes, and entertainment.
 - 10. Many places attendance was limited to seating capacity of hall.

I. Cooperation

1. Excellent on part of all involved.
2. Excellent on part of towns in which stops were made.
3. Excellent on part of railroads and power companies.
4. Tremendous number of people involved in selling this program.

J. Statistical Results

1. 54,044 toured through train.
2. 54 different towns visited.
3. 948 average attendance.
4. 21,531 attended hall meetings following tour.

K. Cost

1. Railroad facilities made available at no cost including transportation.
2. Railroads prepared cars for exhibits.
3. Power companies or local sponsoring group paid for lights.
4. Expenses borne by college, Experiment Station and Extension Service.
5. Expenses confined to building exhibits, salary of coordinator, maintenance men and incidentals.
6. Exhibits cost approximately \$1800.00

SPECIAL TECHNIQUES BEING USED IN SELLING EXTENSION WORK IN SOUTH DAKOTA
Joseph L. Hill

"4-H Achievement Days"

To start the planning for the 4-H achievement day, a general meeting of the Leaders Association and the 4-H Council is called. (The 4-H Council is composed of a member from each club. This member is elected by the club.) At this meeting, tentative plans are made in considerable detail.

The chairman of the Leaders Association appoints committees to handle the different items on the program. This chairman also meets with the agricultural committee of the Chamber of Commerce, explains the plans in detail and suggests a number of different things that the chamber might be interested in helping with. The Chamber of Commerce as a whole sets aside a fund for 4-H club work but they also sponsor the soliciting of what they call a special contribution fund. This fund is used to pay what is called "fixed costs." An example of a few of them are as follows: \$100 for the use of the Nash Gym; \$125 for the rental of a tent; \$25 for trucking county winners to State Fair, etc. In a letter to the likely contributors, these items are listed and a contributor can make his choice of the item he wants to back either in whole or part. Earliest requests are given priority. These contributors are given credit in publicity and printed programs for the items they sponsor. So far, this part of the program has had active and willing support.

The achievement days are always set for a Wednesday and Thursday. On the Friday night before the event, each club places a 4-H exhibit in the different store windows and leaves them there for one week.

Shortly before the event a printed program and invitation to attend are sent to all Chamber of Commerce members and their wives and to all contributors and families as well as to the store keepers and their help whose windows were used.

Each club makes up a float for the parade and the winning float represents the county at the State Fair parade.

"The Recognition Event"

This is set up in much the same manner but, of course, the items on the program are different. The regular banquet type of affair was tried but was not so successful as the plan now used which is as follows: The general committee agree on the menu and each club brings enough pot luck for their club members and their families and the folks they invite to be guests of the club. Each club is given the name of a member of the agricultural committee of the chamber and his wife who will be their particular guest. They are also allowed and urged to bring any neighbors and friends they may care to, with special emphasis on prospective club members.

The tables are set up in banquet style, the number each club expects to be present is known by the committee from reservations reported and each club is given a section. Each club furnishes a center piece decoration for their own group.

The committee also requests each club to bring a specified extra dish for the head-table at which are seated the guests of honor. These include the Mayor, Pres. of Chamber, Chairman of Extension Board, etc. The Chairman of the 4-H Council is the Master of Ceremonies and handles the program following the meal.

The results have been a much better understood program, fine support for Extension work and a closer working relationship between town and country, county wide.

The attendance runs as high as 2500 at these events while the membership of these 25 4-H clubs (12 home economics and 13 agriculture) is 188 members shows that the county folks really like it.

Friday, April 3

9:00 a.m. Clarence Shanley, Presiding; A. M. Challey and Florence Atwood, Recorders.

Discussion Topic: Evaluation of Programs, Agents and Supervision

Discussion led by a panel composed of:

Kansas - - - - - Ella Meyer
Nebraska - - - - - Nell Duley
North Dakota - - - - - Paul R. Kasson
South Dakota - - - - - W. E. Dittmer

10:20

Intermission

10:40

Summary of the Conference Karl Knaus

NOON

Luncheon

Adjournment

EVALUATION OF EXTENSION PROGRAMS
Ella Meyer, Kansas

C. R. Jaccard, Extension Economist is in charge of Extension Studies in Kansas. During 1949, he conducted a study on "Attitudes and Attributes of Enrollees at State 4-H Camps," and a survey on "Listening Habits" to determine the effectiveness of the programs broadcast over radio station KSAC. A study was recently made (is now being written) on "Use of Radio by County Agents." A study being considered is "Evaluation of Program Planning Processes."

A study was made in 1951 by H. Umberger, Dean and Director Emeritus, and Marguerite H. Umberger on "Effective Leadership,"--Purpose of study--to determine how local leaders are selected, what services they perform, how they are trained, what additional training and assistance they desire, and some of the problems of leaders.

A few years ago an opinion poll was taken of all Extension Agents during summer conferences. Opinions were obtained regarding salary scale, factors to be used to determine increases in salary, relationship of experience and academic training for determining salary increases, and the rating of factors to be considered in determining the work of the agent, and the attitudes were obtained toward professional improvement.

The Southwest Kansas County Agricultural Extension Councils were questioned this last fall on four topics: (1) Evaluation of the different methods used in promoting the Extension Program for the county; (2) The most valuable idea or practice each received during the past year; (3) Suggestions for improving attendance and programs at township meetings, and; (4) Suggestions for improving the educational work of the Extension Service (600 replies were obtained.)

A study has been outlined, (but not yet used) to assist the county in the evaluation of its program plan, the annual plan of work of the agents, the effectiveness of the educational work, and the office effectiveness in Extension Work. One district is contemplating using the score outline for evaluating agents that was developed in a study conducted by Colorado recently.

Specialists evaluate their program by the use of project questionnaires and sometimes by a check sheet to determine effectiveness of teaching methods used. One specialist made a special study of a particular leader training conducted to determine immediate results.

There seems to be a need of a study to determine a more definite analysis of the financial value of new and old programs--what has the agent accomplished in determining the financial value to a county of programs conducted in Agriculture, Home Economics and 4-H.

The steady increase in county appropriation year by year constitutes a public evaluation of Extension programs.

A problem in Kansas seems to be finding time to effectively evaluate county personnel and supervisory methods.

Studies that have been made are used in "On-the-job" training meetings for County Agents.

EVALUATION OF PROGRAMS, AGENTS AND SUPERVISORS
Nell Duley, Nebraska

Personal Rating Form

In response to the Agents' Association, a personnel rating form has been developed by a committee of the state staff. This rating sheet was completed and sent to the county staff during March. The agents were asked to score themselves on 49 statements pertaining to personal characteristics and also the extension program now in operation in the county. The questions to be answered could be checked from 1 to 10 depending on the estimated value of the individual.

The agents understand that several individuals from the state staff will score them and a summary made for the administrative files. The greatest value of this type of evaluation will come from the self-analysis by a staff member who scores himself. County staff members have been urged to compare and discuss his score with the summary while in conference with the associate director or district supervisor.

Study of Home Agents' Time and Activities

For the past two years the supervisors have had a summary of the home agents' time, methods, mileage, 4-H and home extension membership. This summary was taken from the annual statistical report and used at district conferences with home agents. By comparing our state averages with national averages, the supervisor was able to point out areas of weaknesses and strength common to many of the home agents; for example, our reporting system formerly encouraged too much time reported under extension organization and planning and very little under subject matter. Our reporting system has since been changed to take care of this inaccuracy.

The greatest value in this study was to the supervisor in conference with the individual home agent. It served as a guide to encourage her to raise her standards to meet that of the median for the state.

Study of Home Extension Club Membership

Facts about the home extension membership in Nebraska is a survey underway at the present time. This survey is intended to sample the entire membership in home agent counties in regard to number of years women have been in club work, grade completed in school, age, age of children, employment, etc. This survey will be quite valuable in program planning. It will answer many questions in regard to our membership.

EVALUATION

Paul R. Kasson, North Dakota

Programs

North Dakota does not have a fixed plan or pattern of program evaluation. If the program is properly planned the need for evaluation is minimized. However, methods of carrying out programs should be receiving increased attention. This method of evaluation is being carried out primarily by supervisors through:

1. Actual observation.
2. Monthly narrative reports.
3. Daily county office diaries.
4. Interest, as expressed in county papers, and radio stations.
5. "Piece work" results, as observed by supervisors, county staff and others.
6. County method presentations by county agents at state conferences.
7. Method discussion at district conferences.

Proposals:

Spending more time at state conferences on evaluating methods. College staff has offered to cooperate on method workshops. Spending more time at district conferences on the subject of method evaluation. Giving staff publicity to effective methods now being used in counties.

Agents

A fixed pattern of evaluation of agents isn't in use. We have tried to find or prepare something which might be suitable. The job is left largely to supervisors in each district.

The supervisor does the job by:

1. Observations at meetings and in the office.
2. Statistical analysis of annual or monthly reports.
3. A personal evaluation sheet which has been used by some agents.
4. Concentrating on efforts to get good monthly narrative reports. A good one cannot be written without having a good county program.
5. Visits with specialists.
6. Visits with county people.

Proposals:

Perhaps greater emphasis should be placed on evaluation of the specialist staff, primarily on methods. A good job done here will result in a more effective job of making a teacher of the specialist and, consequently, result in better trained agents. A board of review might be set up to periodically review specialist presentations and discuss methods. Specialist method workshops might be extremely effective. We are not devoting enough time to specialist training, nor are enough scholarships being offered to assist specialists and supervisors in improving themselves.

Supervisors

No plan for evaluation of supervisors. Periodic conferences by supervisors on evaluation would, however, be helpful and could result in a better job being done.

EVALUATION OF PROGRAMS, AGENTS, AND SUPERVISION.

W. E. Dittmer, South Dakota:

Since all of our county agricultural, home, and assistant extension agents salaries are paid from state and Federal sources in South Dakota, it is important that a formal or informal system of evaluation of the county extension workers be made at regular intervals by the agents themselves, state specialists, and by state administrators. Through this method the state staff can advise the agent on "How he or she is doing", why certain salary raises are made and what the strong and weak points of the agents and their programs are so that they may be corrected or improved if need be.

The history of the formal or planned evaluation programs dates back to a period between 1936 and 1940 when state specialists, 4-H leaders, and state administrators rated the agents whenever a proposed raise was in the offing. Paying all of the agent's salary started in South Dakota in 1935.

We even had certain references at that time, rating the new applicant or worker on the job on a check sheet supplied for that purpose. This proved very satisfactory and almost every one understood their status and were given objectives to work towards for improvement of themselves or their jobs. This was discontinued for about 8 years.

Due to a feeling among county extension agents that there was a lack of understanding of why certain salary raises were made and just how they were doing, a committee was appointed by the director to study an evaluation program and procedure in 1948.

The committee, after studying procedures set up in other states, set up a formal evaluation program adapted to South Dakota for all county and state workers for the year.

State specialists evaluated county and home agents whom they had worked with during the year as Superior, Good, Fair, or Poor on a prescribed form and state administrators and leaders checked the agents on another form. The agents rated themselves on both forms.

(Copies of these forms were turned in at the Lincoln Meeting.)

The administrators evaluation forms included points under:

- I. Administrative ability
- II. Leadership
- III. Knowledge of Extension
- IV. Initiative
- V. Persistance
- VI. Working relationship
- VII. Relation with state office
- VIII. Planning work
- IX. Agricultural leadership

Specialists rated agents Superior, Good, Fair, or Poor on projects that they had worked with them on in their counties. If the specialist had little or no experience with the agent in their field, they did not rate the agent. The agents rated themselves on both of the forms.

This supervisor summarized the ratings by districts for the state and was made available to each supervisor who used the information to advise with agents on how they could improve themselves and their work. The ratings on this summary were A, B, C, and D classifications.

There were several agents in the D group that were helped materially in improving their status as county agent and are still on the job doing much better work because of a systematic job of evaluation.

Since that time this Supervisor has set up an informal procedure whereby the agents activities in each district are summarized in comparison to other counties and an average for the state. This shows percent of time in the office, field meetings, and the amount of time devoted to different projects, 4-H club work, etc.

Each supervisor with the aid of a few others, makes an informal rating of the agents each year putting them in the A, B, C, or D class. This serves as a check on the agents and their work, a basis for salary rates and raises and a means of improving the agents and their programs.

Evaluation of agents and their work is made by supervisors working with agents on major activities such as achievement days, attending and taking part in county extension board meetings, planning programs, meetings with county commissioners and other events.

There is no substitute to good, sound, fair judgement in evaluating county extension agents in their work. Check sheets or ratings serve only as a guide to this thing we call sound judgement.

Whenever a problem comes up in a county, we go to the check sheet of the agents, get all the facts at hand and muster the best judgement possible of all concerned. We find a formal evaluation program from time to time supplemented by an annual informal one, along with best judgement we have, serves us fairly well in South Dakota.

Monthly and annual reports also serve as a good means of evaluating county extension agents and their work.

RECORDER'S REPORT

A. M. Challey and Florence Atwood

No group so constantly studies its methods with idea of self-improvement as Extension.

I. Program

We evaluate in three areas: increased knowledge, development of skills and change of attitudes.

Highest evaluation is through public opinion as measured by program participation and results, size of appropriations, and number of calls on agents.

Two unanswered questions were: How can a financial value be placed on the adoption of practices or the success of programs in home economics? How may men and women be influenced to understand and evaluate the need or place of research in the home economics field?

Evaluation is part of programming - evaluate all the way through:
Know the situation
Have part in planning - - - - - Program Determination

Observe progress - - - - - Program Evaluation

II. Agents

A. Types of evaluation are:

Formal - score cards

Agents score themselves

Specialists and supervisors score agents

Agents score central office

Semi-formal

Appropriations and Reports

Informal

Day by day observation and judgment of executive boards, specialists, and supervisors.

B. Values of formal evaluation

Opportunity for counseling with agents afterwards

Use in seeing progress

Helps agents in self-analysis

Helps supervisors overcome prejudices

Tool for keeping salaries nearer merit basis

C. Dangers of formal evaluation

Wide variety in standards for judging

Tendency to rate by numbers and quantity rather than quality

Prejudices - personalities enter in

Administrators hide behind score and fail to use own judgment.

III. Supervision

Self-evaluation - keeping in mind that the Extension agent is an organizer and public relations person for the College. We must determine how effective we are in getting the agent to use most effectively the contacts he has for disseminating educational information. There is a need to help the agent evaluate the use of his time.

CONFERENCE SUMMARY Karl Knaus, U.S.D.A.

This has been a good conference. The program was well arranged by the committee to give opportunity to:

1. Visit among ourselves about individual problems.
2. Report some of our best activities.
3. Direct attention to major supervisory activities such as programming, training and maintaining good public relations.
4. Provide new materials for discussion and to blend them with experience.

It would appear that Extension is entering upon a favorable situation with respect to:

1. General public favor.
2. Men in high places who understand Extension work and its philosophy, methods, and ideals.
3. Recommendations for expanded responsibilities.
4. Administrators aware of possible expanded responsibility and ready with legislation and requests for funds to permit full assumption of new duties.

We have had experience which fits us for new responsibilities.

1. Work is going forward in the field of consumer education.
2. We seem to be on the right trail with Y.M.W. This was the most important item of discussion during a conference held in Lincoln in 1931.
3. Demands for the time of Extension agents are at a peak.
4. More and more of our Extension programs are of a type requiring the application of many fields of subject matter. Most States have had some experience in helping farm people to apply the advice received from many subject matter fields to their farm and home operations.
5. Our administrators are alert to our needs of personnel, equipment and working facilities and are taking steps to obtain legislation and appropriations to supply these needs.

From this conference has come a fine collection of materials based on our best experiences which newer or older agents can review to advantage. It has brought out many problems but not always the answers. One criticism might be that, we have not used more extensively information available beyond our own experience. Some of the problems which seem apparent from the discussion are:

1. We are short of Home Economists. Improvement of supply does not seem to be in prospect. This suggests the possibility of reviewing carefully the job to be done and the training necessary. Possibly it can be approached from a different angle, by finding women with the desired personal characteristics of personality, interest in extension work, etc., but slightly deficient in their scientific training. It might be almost as easy to supply small deficiencies in scientific training as to train new personnel having the science but deficient in the other essential fields.
2. It appears there is no clear understanding of the specialist's part in program planning. Possibly this needs consideration by a committee of administrators, supervisors and specialists in each State.
3. If Extension is to have increased program responsibilities, several problems appear:
 - a. Will Extension fearlessly take hold of emerging problems and mobilize farm people, the college and anyone else who can be of assistance in answering it.
 - b. Have we arrived at a proper balance between the long-time year after year program which makes slow but sure progress and the short popular "quicky" which gives quick results and brings immediate support. Both are essential.
 - c. We do not universally have the local people solidly tied in and working on programs which they have helped plan so that Extension works on what farm people consider their program.
 - d. We are not fully using the information on methods available to us. Who would have dreamed that a Professor of Home Economics and marriage counselor could in one short talk give us so much useful information on effective personal contacts, or as George Round gave us in ideas to improve our public relations. This makes me wonder if there are untapped sources of information on program planning, supervisory methods in general, and methods of program operations.
 - e. Progress is being made State by State in the training of personnel. Our younger agents are going on the job with a much better understanding of his job than we oldsters. Similarly our methods of training staff already on the job for specific responsibilities has improved. Nebraska has found a way of rewarding those who wish to improve themselves for Extension work as a substitute for the old academic standards which were not entirely satisfactory. Extension education must not lose the practical touch. While progress is being made we have not yet learned to evaluate either personnel or work done objectively and to accept these evaluations as guides in supervisory conduct. Let's keep working on this.
4. Our public relations job is improving but there is still much room for improvement. There is still a little too much tendency to leave the responsibility to individuals rather than each play his important part.
5. This idea was not directly discussed as I recall but it came to me in personal conferences. Many of our agents have not learned to budget their time effectively, to consider the whole job to be done in relation to the amount of time and energy available, to concentrate on those activities which will reach the most people the most effectively, and contribute to the greatest good to the greatest number. Supervisors can help with this.

6. Someone has said that this is a government by pressure groups. This emphasizes the invaluable help that can be rendered by an overall committee who will help us to determine program, budgets and other county policy matters.

These are all problems which you may discuss as you go home. Their solution is a part of the preparation for the bigger Extension job. In considering these problems, we should keep in mind that Extension is a maturing organization. More of us are over fifty than under forty. We have a wealth of experience to bring to new jobs, but we ~~oldsters~~ must remind ourselves more often to look forward and not backward. Let's be ready with our thinking, with our plans and with other preparations to do our jobs well as they emerge.

PERSONS PARTICIPATING

Guest Speakers

Kenneth C. Cannon, Ass't Prof. Home Economics and Specialist in Family Life, University of Nebraska
E. W. Janike, Associate Director, Nebraska
W. V. Lambert, Dean and Director, Nebraska
George S. Round, Public Relations, University of Nebraska

North Dakota

Martin C. Altenburg, State 4-H Club Leader
Byron Berntson, District Supervisor
Mrs. Ruth Bruegger, Associate State 4-H Club Leader
A. M. Challey, District Supervisor
Harper J. Brush, Program Supervisor
M. Emily Freeman, Assistant Home Demonstration Leader
Paul R. Kasson, County Agent Leader
Craig R. Montgomery, District Supervisor

South Dakota

Floyd F. Collins, District Supervisor
Ima Crissman, Assistant State 4-H Leader
W. E. Dittmer, District Supervisor
Esther Farnham, Home Demonstration Leader
Joseph L. Hill, District Supervisor
Clarence Shanley, Program Director
John Younger, Rural Youth Leader

Nebraska

Wesley M. Antes, State 4-H Club Leader
Agnes L. Arthaud, District Supervisor
Florence J. Atwood, State Home Demonstration Leader
Mrs. Nell Duley, District Supervisor
H. E. Huston, District Supervisor
E. W. Janike, Associate Director
Elton Lux, Finance and Personnel
Clyde C. Noyes, Programs and Reports
Raymond Russell, District Supervisor
Ethel Saxton, District Supervisor
Walter Spilker, District Supervisor
L. D. Willey, District Supervisor

Kansas

Harry C. Baird, District Agent
Frank Blecha, District Agent
Annabelle Dickinson, District Home Demonstration Agent
Otis B. Glover, District Supervisor
Frank Hagans, District Supervisor
J. Harold Johnson, State 4-H Club Leader
Mrs. Bessie Loose, District Home Demonstration Agent
Ella Meyer, District Home Demonstration Agent
E. H. Teagarden, District Agent
Mary Ruth Vanskike, Home Demonstration Agent

Extension Service, U.S.D.A.

Eunice Heywood, Field Agent, Home Demonstration Work
Karl Knaus, Field Agent, County Agent Work
C. C. Lang, Field Agent, 4-H Club Work

ACKNOWLEDGEMENTS:

As the conference adjourned resolutions were offered and adopted expressing appreciation to the Program Committee consisting of E. H. Teagarden, Chairman; Ethel Saxton, Byron Berntson and Clarence Shanley for arranging and carrying out an excellent conference program; to the Nebraska staff for making excellent local arrangements for our comfort and convenience which contributed much to the success of the conference; to the Recorders for their splendid work which has made a report of the conference possible; and to the Washington staff for their helpful suggestions in setting up the program, their contributions to the program and their participation in conference discussions.

